

The JOURNAL OF EDUCATIONAL SOCIOLOGY

ADULT EDUCATION

FRANCIS J. BROWN, *Editor*

Changing Concepts of Adult Education	<i>Thomas H. Nelson</i>	515
Uncle Sam Promotes Education	<i>Chester S. Williams</i>	527
State Organization for Adult Education	<i>A. F. Wileden</i>	535
A WPA Program of Adult Education, Schuylkill County, Pennsylvania	<i>Carl A. Marsden</i>	548
Adult Education in Greater Boston	<i>Reverend M. J. Abern</i>	560
Rye's Adult-Education Experiment	<i>Dana F. Woodman</i>	566
Book Reviews		572
Editorial, 514		
	Index to Vol. 10,	573

MAY 1937

THE JOURNAL OF EDUCATIONAL SOCIOLOGY

Editorial Staff

E. GEORGE PAYNE, *Editor-in-Chief*

Associate Editors

HARVEY W. ZORBAUGH

FRANCIS J. BROWN

FREDERIC M. THRASHER

I. DAVID SATLOW

LESLIE DAY ZELENY

Editorial Council

L. L. BERNARD

M. C. ELMER

JUNIUS L. MERIAM

EMORY S. BOGARDUS

ELLSWORTH FARIS

CHARLES C. PETERS

JOHN M. BREWER

PAUL HANLY FURFEY

R. E. PICKETT

F. STUART CHAPIN

ERNEST R. GROVES

WILLIAM C. RUEDIGER

GEORGE S. COUNTS

JOSEPH K. HART

FLORENCE W. SCHAPER

PHILIP W. L. COX

CHARLES S. JOHNSON

DAVID SNEDDEN

C. A. DAWSON

JOHN J. LOFTUS

DAVID E. WEGLEIN

G. A. ELLWOOD

PAUL S. LOMAX

JOHN W. WITHERS

Rho Committee

IRA M. KLINE

JULIUS YOURMAN

I. DAVID SATLOW

HERMAN A. ERNST

FRANCIS ACHARD

Permanent Departments

Research Projects and Methods in Educational Sociology,

FREDERIC M. THRASHER, *Editor*

A department that will give an opportunity for a short report of each research in process in the colleges and universities, so that those immediately concerned may become familiar with the type of work that is in progress.

Book Reviews, HARVEY W. ZORBAUGH, *Editor*

A department for the purpose of presenting to the teaching profession a real estimate of the latest books in the field. The editor will strive to obtain frank criticism and critical estimates of the books published.

THE JOURNAL is published by The Journal of Educational Sociology, Inc., monthly from September to May, inclusive. Publication and business office, Room 41, 26 Washington Place, New York, N. Y. Editorial office, Room 42, Press Building, New York University, 32 Washington Place, New York, N. Y.

The subscription price is \$3.00 per year; the price of single copies is 35 cents. Orders for less than half a year will be charged at the single-copy rate.

Entered as second-class matter September 27, 1934, at the Post Office at New York, N. Y., under the Act of March 3, 1879.

The contents of previous issues of THE JOURNAL OF EDUCATIONAL SOCIOLOGY may be found by consulting the Education Index or the Public Affairs Information Service.

PRINTED IN U. S. A.

The JOURNAL of EDUCATIONAL SOCIOLOGY

A Magazine of Theory and Practice

VOL. 10

MAY 1937

No. 9

ACKNOWLEDGMENT OF DEAN PAYNE'S GIFT TO RHO CHAPTER

Dean Payne, in transferring the ownership of THE JOURNAL OF EDUCATIONAL SOCIOLOGY to Rho Chapter, Phi Delta Kappa, has honored both the Chapter and the Fraternity. Rho Chapter is deeply conscious of this honor and considers the transfer not simply a gift but especially the creation and assumption of a trusteeship.

The ideal that Dean Payne has established for THE JOURNAL—service to education through a careful study of the sociological influences that surround it and an honest presentation of pertinent facts—is so consistent with Phi Delta Kappa's ideal of Research, Science, and Leadership as to be substantially identical with it within the field of THE JOURNAL. This is an ideal that all Phi Delta Kappans and all educators can support enthusiastically.

The Chapter looks forward to a friendly and useful association with the Editorial Board and Council, the business management, and, especially, with the Editor-in-Chief; and pledges its wholehearted coöperation with them in the task of continuing the success of THE JOURNAL.

F. H. ACHARD,
President

EDITORIAL

Five years ago, April 1932, an issue of *THE JOURNAL OF EDUCATIONAL SOCIOLOGY* was devoted to adult education. At that time adult education had only begun to assume the importance to which it has developed since that time. The implications of the experimental work of Thorndike had only begun to be felt. In many respects the field was largely in the survey stage, with many studies demonstrating the need. During these five years, entirely new forces, not even visualized at that time, have entered the field and it is consequently wise again to take stock and in so far as possible to envision the future in the light of these developments. The most difficult problem in the preparation of the material of this issue was that of avoiding duplication with the rapidly growing body of literature and at the same time to present specific programs which would be of assistance to others working in this field.

The first article presents changes that have taken place in the changing concepts of adult education. Each of the remaining articles summarizes the work on different administrative levels: the Federal Government, State, county, the large city, and the small community. While it is recognized that there is inevitable overlapping in this division, each unit has assumed definite responsibility for the initiation and organization of adult education. The major emphasis that runs as a continuous thread throughout the issue is the increasing trend toward coördination of a vast variety of agencies and institutions conducting some type of adult education. It is hoped that this brief summary will still further stimulate the interest in such coöperative ventures and lend encouragement to those who are giving of their time and thought in the furtherance of community programs of adult education.

FRANCIS J. BROWN

CHANGING CONCEPTS OF ADULT EDUCATION

THOMAS H. NELSON

Carnegie Institute of Effective Speaking and Human Relations

The modern adult puzzled by complex and changing conditions turns in increasing numbers to some form of adult education. Within a decade a modest and limited movement has become a social phenomenon. While the leaders of certain European nations depend upon the highly developed techniques of propaganda and centralized political control to maintain order and social progress, the English-speaking nations muddle along through democratic machinery and with adult education playing an increasingly significant part. Adult education is expected to help set goals, select leaders, choose and test political, economic, and social arrangements, and devise the ways and means of earning and distributing an abundant life to all.

Less than twenty years ago adult education was an individual concern. The person who had dropped out of school at an early age found it desirable or necessary to make up his school deficiencies. The foreign born responded to the pressure of Americanization campaigns. In a third type of adult education the individual was preparing for entrance into or advancement in his occupation. All kinds of schemes for self-advancement flourished under the name of education. The educational emphasis was on skills and trades. The motivation in this and the other phases of adult education was largely "increased earnings," "get ahead," beat the other fellow to achievement and success. So much of a misleading nature and doubtful quality was offered in the field of vocational education that even the most sincere and highly qualified vocational educationalist found himself only tolerated among the self-constituted leaders of the adult-education movement during the first four or five years of its organization history.

Adult education as a nationally constituted movement with a

representative and official organization is only twelve years of age. It is young enough to be creative, enthusiastic, growing—and yet old enough to deserve the serious attention of social and educational leaders. One great teacher of history was found in the temple of wisdom puzzling the white-haired traditionalists with his questions and answers at the age of twelve. To get a true picture of adult education as a rapidly growing movement one should read Morse Cartwright's history of its first decade.¹

At first adult education was for the few. There was serious question whether or not adults could learn. "You can't teach an old dog new tricks" became an axiom and the traditional school system continued to pour out a product whose intellectual curiosity was stunted or satiated, crammed with facts on a cold-storage theory of education, a product which knew little more about the principles and techniques of self-directed continuous learning from experience after twelve to sixteen years in school than after three to five years. Again, there were exceptions who seemed to remain intellectually curious throughout life—a small number sensitive to new ideas—but adult education was either a rare experience for some peculiarly endowed folks or, at the other extreme, was a program of typical school subjects—English for non-Americans or vocational training for those who had missed the minimum essentials at the usual school age.

Today millions of adults are engaged in some systematic effort to learn—a skill, a subject, an escape from life's limitations, a hobby that promises an adventure in new experience, a method of self-improvement, a point of view, or a new philosophy of life. This growth in adult education is one of those fortunate economies of nature. Just when life had become so complex, and so puzzling that few could understand it, and just when it became necessary that the citizenship of democracies grow in its understanding of political

¹ Morse A. Cartwright, *Ten Years of Adult Education* (New York: The Macmillan Company, 1935).

and social arrangements or turn over controls to political dictators, the psychologists and the educators came to the rescue and assured adults that they could learn.

At the same time, education itself began to take on new meanings. Instead of being limited to schools, traditional subject matter, and textbooks, it is becoming a process of dealing with ongoing experience so that the individual gets from it new meanings, new appreciations, and new methods of dealing with similar experience in the future.

Education depends upon attractive means of communication. The traveler who a century ago relayed the gossip of the great to his curious audience as he sat before the open hearth at the roadside inn is a puny force compared to a "fireside chat" with "my friends" over a national hookup. The means of communication today are at the command of the more influential personalities and forces in our civilization. He who has a message and can pay the cost may "teach" the citizenship of the nation through the newspaper, the magazine, the motion picture, or the radio. The means and the agencies of communication essential for either nationwide adult-education programs or campaigns of propaganda are available. It is yet to be determined for which they will be most often and most effectively used.

The activities of the American Association of Adult Education, through its various researches, sponsored projects, publications, and conventions, have awakened the nation's leaders to the possibilities of adult education.

As described in another article in this issue, government subsidy for various types of youth and adult education, such as the CCC, the NYA, and the WPA, workers' education classes, Federal Theatre Projects, and the national forums, are beginning not only to point the way but also to provide the practical demonstrations for permanent, extensive program of adult education quite different from that of the predepression period.

It is significant that adult education is being extended; even more important is the fact that some of the basic concepts regarding its nature and functions are shifting. While some of these trends seem indefinite and others deal with controversial matters, they deserve consideration.

Statistics of attendance would probably show that more adults are interested in education related to their occupations than in any other type. During the past seven years there has been a tremendous occupational dislocation and readjustment. Millions of wage earners have lost their jobs; occupations have gone out of existence or have given way to new machines and new methods. The high schools and colleges pour out two million youth each year, of whom nearly three fourths are looking for jobs—and during the depression only one half of them were successful during the first year. Thousands of ambitious young persons and many of all ages are working at unsatisfactory jobs and will do almost anything that will open up to them promising careers.

For decades there has been a conflict between those who advocate large amounts of *specialized* education and those who contend for a *general* education. But when a depression leaves thousands of highly trained specialists, as well as broadly educated generalists, out of work for years, a new concept arises.

Just previous to the depression twenty-five per cent of our gainfully employed were in occupations that had not existed twenty years before. One needs the ability to move easily and quickly to another type of job. Every sign points to the importance of *versatility* as well as *specialization*.

Versatility requires a good, general education on which specialization can be built. But good old-fashioned, general education has not proved particularly effective in developing occupational versatility. Adaptability does not necessarily increase with the amount of nonvocational knowledge possessed. Latin and Greek and ancient history do not necessarily develop any more versatility than do eco-

nomics, sociology, and business administration. It can best be developed by properly directed education. Such education will help the individual study his own interests and natural abilities. It should help him discover for what different areas of life he is best fitted. Most persons could be more or less equally successful in a variety of occupations. The individual who knows his own interests and possibilities will find it easier to make adjustments. He should also know the factors that are likely to put limitations on his chosen occupation. Then he can detect when his occupation is becoming less and less certain—and when other occupations for which he has natural talents and interests and even basic specializations are likely to present larger opportunities. He needs a constructive attitude toward change: the willingness to expect it and the ability to anticipate it.

Adult education cannot afford to neglect the vocational interests and needs of adults, despite the tendency of education in the past to maintain "a certain snobbishness toward serviceable facts." While "it has had a higher respect for facts that serve no useful purpose than for facts that go to work carrying their dinner pails with them," there is no more insistent need of millions of adults today than practical vocational education that not only opens up a promising career but also helps the individual learn to know himself, locate his own personal difficulties, formulate some satisfying meaning for life, and plan for his own continuous growth and development. Changing concepts of adult education give such a commission to vocational education of the future.

When one turns in direct contrast to the area of leisure, he discovers there a great variety of adult-education programs, hobby groups, dramatic societies and little theaters, arts and crafts. For some persons these activities are simply the spending of leisure or the escape from other more insistent boredoms, but for others they become the creative adventurous expression of otherwise bottled-up selves.

Here again are evolving and conflicting concepts. Not so long ago a college education was essential to the "enjoyment of leisure," and any part of a higher education that did not contribute primarily to the spending and enjoyment of leisure was regarded as a compromise with utility that weakened its educational value. To enjoy leisure one must somehow be on speaking terms with the classical in literature, art, drama, or music. Leisure was to be spent in the pursuit of the fine arts. Any one not educated in these areas had no real right to have leisure to spend or enjoy, for leisure was a part of a trinity in which aristocracy and culture were the other members.

But technological developments have trampled on this concept just as they have so ruthlessly thrown others into the scrapheap along with outmoded occupations and inefficient machines.

Leisure has come to millions. Leisure to do as one wishes has been given more rapidly than the recipient has learned how to spend, use, or enjoy it—so he spends it, plus some hard-earned money, in a sensation-giving activity that satisfies for the moment but leaves him as empty of real enjoyment as he was before he had so much leisure. In increasing numbers adults are discovering that leisure is not simply an escape from work, not simply a time to indulge in sensations, but a time to give expression to those interests and abilities which the rest of life does not permit.

The significant characteristic of adult education for leisure, however, will not be the number who participate in the fine arts, important as that may be; the significant thing will not be education *for* leisure—it will be education for the expression of whatever part or parts of oneself the previous lack of leisure has held back.

Adult education will properly drop its obsession with education for leisure and recognize it as simply a social phenomenon that gives increasing numbers of persons larger opportunity to become their potential selves. To education it gives an increasing responsi-

bility to serve such persons. Some may take up science, some may go into social service, some may go into politics, many will enrich the aesthetic and appreciational side of life—but no one kind of expression is best for all persons.

Closely related is another debatable area of adult education. The orthodox educator, particularly the subject-matter specialist, hesitates to talk about personality improvement. It might be interesting, even if not significant, to speculate sometime on the extent to which the typical educator's own personality deficiencies and inferiorities keep him from admitting the problem into the society of approved educational concerns.

But adults are interested even if the schoolman is not. There is no more pressing concern in the mind of most adults than What can I do to understand myself, develop a pleasing and influential personality, and get along better with others?² A recent book promising to help with these problems is breaking sales records in the nonfiction field. Ideas that give satisfaction to large numbers of representative adults cannot be ignored by the adult educator.

Only a few years ago personality was expected to develop only from long, tedious pursuit of nonutilitarian "culture." Today there are millions of adults searching for peace with themselves, and for the ability to understand and get along with others without going through the process of conjugating Greek and Latin verbs, demonstrating abstract mathematical concepts, or wandering in ethereal realms with mythological characters.

Common sense says these problems of personality improvement and human relations need a head-on attack, and it is fair to expect a great deal of education to be devoted to these concerns during the next few years. Charlatans may promise unjustified results from

² See "Meriden Survey of Adult Interests" in Thomas H. Nelson, editor, *Adult Education for Social Needs*, Young Men's Christian Association, Occasional Study, No. 16 (New York: Association Press, 1933).

spectacular programs but that should not deter the science of education from dealing with these problems any more than the existence of patent medicines should keep the doctors from tackling the scourges of cancer or heart disease.

So far this discussion of changing concepts has been concerned principally with the individual and his personal growth. But today as never before the individual is a part of an intricate social machine that confuses him and neglects him when its only reason for being is to enlighten and enrich his existence. For a century and a half we have sung the praises of a nation established to make its citizens free and independent in the pursuit of life, liberty, and happiness. But we have at the same time built an economic structure where the artisan has ceased to be the purposer and planner of his work, where the tools of the mechanic are not his own and what he makes with the tools (which belong to the "boss") is beyond his say. "Others decide and plan; he follows orders."³

The business man, despite his insistence upon maintaining the *status quo*, is the victim of the system he has created. He is not independent, for he lacks power "(1) to comprehend an economic situation far more intricate than his forefathers ever encountered, (2) to detect and combat sinister forces that have gained control—of him as well as the rest of us—and (3) to set about organizing business in terms of the widespread interdependence of modern life."⁴

The average family cannot get even a breakfast today without calling upon a hundred thousand persons to snap into action according to an intricate time schedule, and set their table. The breakfast depends upon the coöperation of workers in wheat fields, flour mills, giant chain stores, printing plants, radio stations, advertising agencies, steamships, railroads, delivery trucks, telephone offices, and banks.

Adult education can no longer be concerned merely with inde-

³ Harry A. Overstreet, *A Declaration of Interdependence* (New York: W. W. Norton and Co., 1937), p. 41.

⁴ *Ibid.*

pendence—it must help persons develop intelligent and effective interdependence.

The only possible way in which we can recover such democracy as we once had and achieve it in still further degree is to advance beyond a condition of independence on the one hand and dependence on the other to one of genuinely fruitful interdependence.⁵

Such education, however, faces danger as well as an impelling necessity. The educational institution that awakens a sense of social responsibility fails unless it also develops a high degree of *social competence*. Knowing the economic laws of supply and demand and the causes of unemployment does not adequately equip one to play one's part in preventing disastrous business cycles. Knowledge of the extent of crime, delinquency, and other disintegrating social forces is not enough. Facts about political graft and the structure and organization of the various types of governmental agencies do not necessarily make a good citizen. Social competence requires definite training in the technologies of good citizenship.

The average person, youth or adult, knows very little about how to make a democracy real in everyday affairs. He is less well trained in the techniques of democratic social action than are the enemies of democracy in their techniques.

We have all seen a handful of communists baffle a hallfull of democrats. Good education must train citizens in the instrumentalities of making those changes which a growing social concern leads them to want. It must make them dissatisfied with mere talk. It must help them learn how to organize public opinion and support in their own home communities to get new playgrounds, to eliminate neighborhood crime, or to guarantee honest counting of votes in their local ward. It must free them from the control of selfish propaganda and at the same time equip them to forward constructive discussion and public opinion in the support of worthy causes—such as education, recreation, and public health.

⁵ Overstreet, *op. cit.*, p. 190.

The adult-education institution, however, does not seek to be an instrument of social action; it leaves such matters to community and political organizations. Without pressing the analogy too far, let us note that just as the school educates in the techniques of book-keeping and accounting without operating a business, and trains chemists without conducting an industrial plant, it seeks to develop social competence without itself becoming an agent of propaganda or social action.

The unsolved problem for the average educator rests in how to "persuade to action" and how to develop specific social competence without prejudicing the individual for certain social or political arrangements rather than others.

This very question leads to another changing concept. Creative education is no longer the transmission of subject matter from one who knows to those who do not. It is initiation and guidance in creative and coöperative social experience. The old teacher-student relationship will have less and less place in adult education. Persons under expert group leadership promise larger educational results than classes under typical academic professors. Clubs, classes, forums, discussion groups can no longer be regarded as richly educational just because they take on the form of educational efforts and concern themselves with educational topics. One must ask with Grace Coyle:

Does the group life provide experience in democratic participation or does it teach the type of political manipulation which will later be of use in ward politics? Does it encourage the type of leadership which dominates the group for its own purposes or that which encourages and develops full participation for common ends? Is the experience in the clubs a training in maturing self-determination or in dependence upon authoritative leadership? Do individuals learn to be loyal to the group and at the same time intelligently critical? What experience do members gain in the socially effective handling of conflicts within their group or with another group?"

⁶ Grace Coyle, "Group Work and Social Change," *Proceedings of the National Conference of Social Work*, 1935.

And finally, for changing concepts regarding the nature of adult education, we can expect to see more and more of it concerned with helping persons formulate a practical, realistic, pragmatic philosophy of life. Gaining new facts, becoming economically successful, learning how to get along with people, enjoying more of life, or even political and social competence are not enough. "Human life by its very nature," says Ortega y Gasset, "has to be dedicated to something, an enterprise, glorious or humble, a destiny, illustrious or trivial." And yet "in these years we are witnessing the gigantic spectacle of innumerable human lives wandering about lost in their labyrinths, through not having anything to which to give themselves."

Metaphysics and ancient philosophy may receive consideration in the process but the emphasis is no longer on making little Grecians out of twentieth-century adults. The problem today is to help them determine in the midst of present-day conflicts what is most worth while. In these situations, at this time and place, and for the persons concerned, what is right, what is good, what is worth living for?

The kind of adult education about which we have been talking is not contained in textbooks. It will not be transmitted in standard lectures. It is neither a static point of view nor a formulated subject matter. It is a creative process for dealing with ongoing experience in some of which he who knows, tells; in other parts, all experiment and coöperate in creating their own curriculum and instruction materials.

It is not the privilege of the few—it is the need, and increasingly the demand, of the majority of adults. It is not a single type of education; it is not restricted to leisure, or culture, or philosophy; it comes to grips with problems of vocation, personality, human relations, and social competence. It uses all kinds of methods; the best of it is most likely not to look like education at all—certainly not like traditional schooling. Administratively, this expanding program becomes the concern not of a few isolated enthusiasts for

adult education but the basic concern of every school board, superintendent of schools, and leader in the college and the teacher-training institutions.

It might easily be argued that nothing would so advance the cause of education of youth, even of small children, as a nationwide expansion of adult education regarding education itself. Society cannot be reconstructed by a group of youth, however capable and inspired they may be by their secondary and collegiate education, who have to conform to a static, adult group before they can get even a foothold. The real hope of social, economic, and political progress rests largely in the hands of the adult educator.

I believe that the outstanding developments in the educational world during the next twenty-five years will be in adult learning. In the years ahead, adult education, which is now in an apparently aimless and amorphous stage from a national point of view, will assume a definite character suited to the character of our national life.⁷

The responsibility for financing the program belongs basically to society. The persons benefiting may be justly charged a tuition. But society profits too. It can afford to pay some of the cost. Modern social conditions have created the confusion and complexity that demand the continuous education of adults. During the depression years the agencies of government have placed a great emphasis upon adult education. They have created a demand and a response as well as much machinery for a continuous and expanding program. This experience and momentum should not be lost.

The situation today points to the logic of an extensive and varied adult-education program—much of it under public auspices—as the basis for continued social progress, as the bulwark of democratic ideas and institutions, and as the guarantor of the more abundant life for more and more persons.

⁷ Dr. Ned H. Dearborn, dean, Division of General Education, New York University.

UNCLE SAM PROMOTES EDUCATION

CHESTER S. WILLIAMS

United States Office of Education

When Congress created a department of education in 1867 (now known as the Office of Education), it set forth a number of purposes for such an organization in the Federal Government. Besides collecting statistics and facts on the condition and progress of education in the States and diffusing information helpful to the establishment and maintenance of efficient school systems, the bill used these concluding words: "and otherwise *promote* the cause of education throughout the country." That sounded very well. But succeeding appropriations hardly permitted the small staff to do more than collect statistics and publish research studies. The broader and more significant part of the Congressional mandate was given scant attention.

In 1917 the Federal Board for Vocational Education was created and Federal appropriations for vocational training were authorized. In 1920 further Federal promotion of vocational training was provided, and in 1933 the functions of the Board were assigned to the Office of Education. It was perhaps natural for Congress to give financial support to the mandate "to promote education" at this point. The concept of education as a means of training people to better their economic situation is understood by the "folks back home." Education means to many parents a process by which their children get on top of the economic pyramid. It is, therefore, quite understandable that the early advances in Federal aid to education should be made in the field of vocational training—the individualistic aspect of the educational program. The funds made available to the vocational side of the United States Office of Education run into millions, while the funds for the promotion of all other kinds of education are insignificant.

Of course, it must be pointed out in this connection that Federal

grants to land-grant colleges, begun in 1862, are now handled through the Division of Higher Education in the Office. But the administration of these funds is largely an accounting and form-filling matter. The Office of Education does not "promote education" with these funds; it simply passes them out according to a fixed formula.

In addition to these older forms of Federal aid to education through the medium of the Office of Education, the Federal Government has promoted and financed various types of education through other departments, such as the Department of Agriculture, which has a far-flung extension division engaged in rural education. As a matter of fact, almost every agency of the Federal Government feels the need of engaging in some educational activity. There has been little serious attempt to route such educational functions through a professional agency.

With the advent of the depression, the locally supported public schools found themselves in about the same position as the factories and the banks. The bankrupt municipalities and counties sought State aid to keep the schools open on a limited budget. In the poorer States, hundreds of schools simply closed their doors. Budget cutting was done at the expense of the teachers and the children. Salaries were slashed and children were crowded into larger classes. Building and repairs were stopped.

The simultaneous drying up of the sources of support for education and the growth of the burden of relief left the schools in a precarious position. The United States Chamber of Commerce advised all sorts of cuts and reductions in program, personnel, and school year. Night schools for adults along with many other services of public education were curtailed or abandoned.

The situation which prevailed during the first part of the depression need not be described in detail.¹

¹ Those interested in reviewing this period of educational chaos will find *Deepening Crises in Education* interesting reading. This publication, Leaflet 44, 1933, may be secured from the Superintendent of Documents, Washington, D.C., price five cents.

Together with the recognition that people cannot be left to starve because their local and private agencies of public assistance are bankrupt came the conviction that people should not be left to starve educationally due to the collapse of local credit. It was noted that many of the teachers who ordinarily would be in the schools practising their profession were unemployed. As a result of this observation some of the new funds for the relief of the unemployed were invested in putting these teachers to work in the field of adult education. In a short time, millions of adults were studying all sorts of subjects under the leadership of relief teachers. This was a substitute for the night-school programs which had been reduced.

The tenders of the idle machines were given a chance at informal education at the hands of the idle teachers. Under the pressures of the depression, the Federal Government began "to promote education" as a means of putting some of the unemployed to work and engaging others in a fruitful use of their leisure time. The management of this new type of adult education was lodged in the relief agency because one of its objects was to give relief work. So there began to develop a parallel system of education which was captioned "emergency." Coöperation of various degrees and kinds was established between the relief administrations and the professional agencies of education.

Classes in English, American history, economics, rug making, tap dancing, etc., were held. Forums to discuss public questions, and reading circles were organized. Parent education and workers' education took on new life and became special departments of the new system of "emergency education."

In addition to this plan of employing the idle teachers in various kinds of educational work, the Federal Government promoted education from the standpoint of brick and mortar. Thousands of new school buildings were erected in over two thousand communities under the Public Works Administration. Repairs and remodeling of existing buildings were carried forward.

The old concept of "rugged localism" in matters of education was battered by the blows of falling local credit. The spirit of "localism" may have been strong, but the flesh of local resources was definitely weak. With words, the educators frequently lashed out against Federal administration of educational programs, but with their hands they reached for Federal appropriations.

As is well known, the Federal Government has not only subsidized building, and employed educators, but it has helped finance the "educatee." The student-aid program, followed by the National Youth Administration, were efforts by the Federal Government to keep young people in school. The CCC program with its rough-and-ready educational system made a new departure in Federal assistance to education. These programs were not dictated by men so much as by conditions. The alternatives to youth in school or CCC camps were too disastrous to contemplate.

Economic collapse prodded the Federal Government into "promoting education" as it never had before. But it must not be concluded that this Federal aid to educational activities was a substitute for the losses suffered by public education due to the inadequacy of "localism." It represents but a fraction of the reduction in support for public education.

During the economic upturn, the struggle for renewed budgets for education is as painful as that of the workers for wages. Most of the aspects of the "emergency education" program were organized for the primary purpose of giving work to the unemployed, and the secondary purpose of providing education for the learners. Therefore, as the most proficient teachers find employment, the secondary purpose is more difficult to accomplish. As this "emergency" program is reduced and withdrawn, there should be a permanent program constructed to take its place. The question, therefore, emerges: "Is the Federal Government going to continue to promote education?"

It is rather obvious to the casual observer that the prosperity seen

in the balance sheets of the corporations is not so readily reflected in the budgets of municipalities, counties, and States. Despite "sales taxes" and other "emergency" devices, the States and communities are still unable to finance normal services at predepression effectiveness. The appeal of education in most parts of the country for the return of its lost provinces at the expense of local and State governments is no doubt a far cry. And what attention can be expected to be given a petition for funds with which to conquer new provinces in the fight for diffused learning?

The shortage of trained workers in certain occupations has been revealed as the economic machine has responded to the recovery stimulation. The Federal Government has, therefore, authorized new millions to vocational training. At the same time, several bills are pending in Congress designed to give Federal grants to the States for more equalized education generally. The proponents of these measures recognize that recovery does not recall all of the dismissed workers or provide opportunities for the depression-born generation of new workers. The argument is made, therefore, that the educational system must be prepared to extend the period of schooling and provide some kind of guidance and practical experience for the youth between sixteen and twenty-five. The CCC program will be placed on a more permanent basis.

While it is generally agreed that public education should not rest exclusively on the uncertain and hazardous local-tax base, it is nevertheless argued that Federal financial aid on a permanent basis should not impose Federal control or management of the educative process. The Federal Government can promote education without running educational institutions. So, together with the question of whether the Federal Government is going to continue to promote education, runs the question whether the principle of local control and management is to be preserved. "Localism" so far as financial capacity is concerned has been inadequate, but so far as the management of the educational program is concerned it is still competent.

Concurrently with the "emergency education program" managed as a Works Progress enterprise to provide jobs for unemployed, the Office of Education has administered a small portion of relief funds for educational projects so that the management of the programs was rested in the hands of the local professional agencies of education. A little more than \$2,000,000 was routed through the Office of Education during the past two years to enable it to carry out the purpose for which it was organized with respect to a few fields of education. This amount is, of course, infinitesimal compared to the funds routed through the relief agencies for educational purposes, but almost six times as much as the regular budget for the general division of the Office of Education.

Projects financed by these funds included: (1) public-forum demonstration centers, (2) educational radio, (3) university research, (4) research on Negro education, (5) study of school units.

The first three projects involved the "promotion of education" by direct aid for educational activities, while the other two were based on research as a means of promoting better educational planning in the States and communities. The most novel and pioneering projects are the first and second. For the first time, Federal Government has promoted experimentation in the use of the radio as an educational medium. The educational radio project has been producing five network programs per week for a year, conducting a script exchange and thus making hundreds of radio scripts available to high-school and college radio workshops and producing units, and giving counsel and training to educators on the use of radio. In a short time, it has demonstrated that education programs can compete for public interest with the commercials. But, of course, educational broadcasting is still in its infancy.

The public-forum demonstration centers, with which the writer is most familiar, were organized in nineteen States during the past year and a half. Community-wide programs of public discussion of current social, economic, and political affairs are organized and

managed by local agencies of education, which already administer public schools for children and youth. The Office of Education acts as a fiscal agency to allocate funds to the local communities and as a clearing house to aid the various managements in making the most of the money through the exchange of ideas on effective methods of operating the program.²

This program, promoted by the Federal Government with emergency funds, establishes a few "experiment stations" in all parts of the country to demonstrate the workings of public forums under local school management. It points ways by which hundreds of school districts may serve the needs of adults for civic understanding through informal public discussion.

As illustrations of the concentration and extent of these programs, a few figures from the reports of the first ten centers during the first five months of operation are in order. These ten places were located in urban and rural communities with a total population of about two million. During the fall and winter program, from September through January, the local forum managements conducted over 3,800 public discussion meetings attended by more than 350,000 people. More than 150,000 people have met to discuss public affairs each month since January. The subjects discussed were based largely upon the headlined issues to be found in newspapers and magazines. The meetings were led by forum leaders, who are selected by the local managements for their competency in dealing with public affairs as well as in guiding and stimulating free public discussion. In addition to the conducting of these thousands of neighborhood and community meetings, over 1,000 radio programs were presented during the five-month period, and 13,000 pamphlets sold or distributed. In addition, these projects stimulated the reading of thousands of library books.

The high-school and college programs have been vitalized in most

² For more details, see *A Step Forward for Adult Civic Education*, Bulletin No. 16 (Washington, D.C.: Office of Education, 1936).

of the centers. Teachers attend the forums in large numbers and make use of the materials and techniques in their classrooms. But, even more important, high-school and college young people are being involved more and more in forum discussions planned and organized by themselves with the aid and guidance of social-studies teachers and professors.

The adult civic-education program and the radio projects are merely examples of the types of service that the Office of Education is to render if it is to realize its objective of "promoting education." The future of these and other programs is uncertain. One naturally asks whether the Federal Government may not continue to promote education, which it has begun to promote as a relief measure. We may properly expect that private industry and enterprise should reduce the relief rolls by a progressive reëmployment program. But education is very largely a public enterprise. Therefore, the function of making effective use of the trained but unemployed members of this profession is a public function. The production of educational services to the people as a whole is a public responsibility. The transfer of funds from the "emergency" program to the permanent program ought to go forward as rapidly as possible. In other words, the Federal Government should now plan to promote education as the *primary* objective. The recovery program of the public enterprise should lead the way in transferring competent people from relief rolls to permanent and full-time employment at prevailing wages.

STATE ORGANIZATION FOR ADULT EDUCATION

A. F. WILEDEN

University of Wisconsin

It is doubtful whether any satisfying analysis can be made of our present system for adult education on any one of its geographic levels—national, State, county, city, or community—separate from the other geographic levels. One reason is that we live today in a perpendicular type of society. Almost every national move or enterprise has its reverberations even in the remotest part. Similarly, each local upheaval is echoed even in the far-off National Capital. Another reason why an analysis is difficult, even on the State level alone, is that rather than having a system, we have a complex of adult-education systems. About the best that seems feasible, therefore, is to discuss separately some of those systems that seem to generate mostly from the State level, and where the motivation of the State units appears to be dominant. These in the main comprise college and university extension, including both the coöperative agricultural and the general extension; special State short courses; radio, including particularly the State educational radio systems; State library agencies; and special-interest education carried on by State bodies of various rural and urban organizations.

It will be noticed that the definition of adult education followed here is almost synonymous with that of out-of-school education, and more particularly noncredit out-of-formal-school education. Any attempt at definition, however, can, at best, be but a marginal concept. Furthermore, whether it is "education" or "propaganda," the fine point of a panel discussion recently reported in *Adult Education and Democracy*¹ is not a point at issue in this analysis, important as that point is. Neither will the important differentiation between "education" and "training" be considered here.

¹ New York: American Association for Adult Education, 1936.

ADULT EDUCATION THROUGH COLLEGE AND UNIVERSITY EXTENSION

Adult education through college and university extension has been a function of many of the States since the turn of the century. It has taken two methods of approach—coöperative agricultural extension and so-called general university extension.

Coöperative Agricultural Extension. Coöperative agricultural extension had its background in the agricultural societies and agricultural fairs of the previous century. These paved the way for the Land-Grant College Act of 1862 and subsequent acts of the Federal Government establishing the agricultural colleges. The first phase of this adult-education movement was under the name "farmers' institutes," which reached their peak soon after 1900. These early institutes were founded on the idea of "educating by telling."² Many adaptations have been made in the institutes that have persisted to the present time. They were succeeded, in the main, by another teaching method, which may be called "educating by demonstrating." This method really grew out of the work of R. A. Moore with young people's corn clubs in Wisconsin in 1897. Nationally it grew out of the farmers' institutes and out of a problem situation in the cotton South, to teach methods of combating the cotton boll weevil, and was almost immediately accepted.³ Out of the background of these problem situations and of the use of the demonstration method came the Smith-Lever Law of 1914, laying the legal foundation for Cooperative Agricultural Extension Work. This made Federal funds available on a coöperative basis with State funds for a program that is now being carried on in all of the forty-eight States and outlying territories. This 1914 grant of Federal funds has since been supplemented a number of times.

Meanwhile, conditions in the field of agriculture have undergone

² For this trilogy of development in the methods of Cooperative Agricultural Extension Work the author is indebted to Eugene Merritt, United States Department of Agriculture.

³ O. B. Martin, *The Demonstration Work* (Boston: Stratford Company, 1921).

a very rapid transition. The problem, which originally was one chiefly of producing on the farms an adequate supply of quality products, has shifted. It is now one of adjusting production on the farms to supply adequate financial return and a desirable standard of living. In other words, the central problem of agriculture has shifted from one of production to one of distribution—from an individual problem on the many separate farms to a group problem involving the interrelation of farmers. Furthermore, whereas they could once think largely in terms of only their own farms, now they must think in terms of broader agricultural policies. This transition has been a very vital factor in bringing to the foreground a third method of education, which we might call "education by discussion." The points of view of the many separate farmers and groups of farmers in this process of adjustment must somehow or other be reconciled into a group product. The old farmers' institute method and the newer demonstration method would not do the job. This made necessary the use of a group method of thinking—the study-discussion method. Coöperative agricultural extension work is in this third stage of its methodological development today, hence the rapid acceptance of this study-discussion method—particularly in the economic, social, and cultural fields.

Although the Cooperative Agricultural Extension service is directly supervised from the Federal Office of Agricultural Extension Work in the United States Department of Agriculture, each State must employ a competent full-time agricultural-extension director. The real administration of the program rests with this State director. He has under him a small group of assistant supervisors and a larger staff of specialists representing the various subject-matter disciplines in the curriculum of the college. These specialists are responsible for extending the subject matter of their particular field to the people of the State. They are assisted in this regard, however, by the largest groups of all, the county extension representatives. Just as the State must watch, within the broad limits prescribed by

law, the funds allocated to it from the Federal Government, the counties, if they wish to have a county extension representative, must supplement the funds allocated to them from the State and Federal Government. In some counties they do this entirely from tax funds; in other counties by private contributions.

General University Extension. General university extension had its beginnings at Oxford and Cambridge soon after the middle of the nineteenth century.⁴ It was first introduced into the United States in 1890 at Philadelphia, and in New York soon thereafter, where it was likewise carried on independent of the universities. General university extension was first set up as a part of the machinery of a university in Wisconsin in 1892, and at the University of Chicago the same year. The first separate department was set up at the University of Wisconsin in 1906, with a coördinate dean and faculty of its own and under a new conception as an extension function for a university. Its goal, in the words of the founder, President C. R. Van Hise, was "to make the campus of the university coterminous with the boundaries of the State." Soon thereafter general university extension was established in about half of the States. Today, over fifty universities, well distributed over the United States, have separate extension departments.

General university extension had its origin in the desire of university teachers to extend their work beyond the campus through lectures and classes, and later by correspondence-study courses. It was a carry-over from the mass movement of formal education through the schools. From the beginning it was very different from, in fact almost opposite to, agricultural extension, which was charged with teaching farmers in the background of the understanding and experiences of farmers. Short courses, institutes, and study of vital questions of the day through group discussions and

⁴W. H. Lighty, "Some Adult Education Backgrounds," *Proceedings of the Twentieth Convention of the National University Extension Association*, 1935.

debates soon followed as a method for university extension, and later traveling exhibits, community lyceums, and "applied" demonstrations were introduced. Today these short courses, exhibits, and demonstrations are being set up and carried out by many of the resident departments of the universities, other State agencies, and private organizations. The interest in lyceums as a means of extension teaching has fallen off. Meanwhile, some outlying centers have established rather complete curricula of university classes, and in a few instances the equivalent of the complete freshman and sophomore years is being offered. Cultural subjects including drama, music, and pageantry are achieving more recognition, and classes and forums in the subject-matter fields of economics, sociology, political science, and education are increasingly popular. The latter, particularly, have accentuated the demand for good study and discussion materials.

ADULT EDUCATION THROUGH SPECIAL STATE SHORT COURSES

Special State schools or short courses sponsored by State educational agencies may or may not be identified with the extension programs mentioned above, and they are becoming so important in recent years that they deserve special mention. Initiative in setting up these short courses is usually taken by representatives of these State schools of higher learning, and plans are worked out with other State agencies and in coöperation with the State or national organizations of the groups concerned. They are usually noncredit short courses from a few days to several weeks in duration, with the instructional staff provided primarily by the college or university but sometimes partly by the organizations whose representatives attend. The physical facilities, including classrooms, laboratories, and sometimes dormitories, are provided by the college or university, and always in the background is its scholarly atmosphere, because these schools are usually held on the campus. The objectives of these schools are to extend the facilities of the college or university

to the citizens of the State in a plan of continuing education and to interpret in terms of rapidly changing conditions the most recent findings science has to offer. Sometimes there is a small fee for attending.

The extent of the development of some of these schools may be illustrated by the program at the University of Wisconsin. Last year under its sponsorship the following special State schools and short courses were held: the agricultural short course, modeled somewhat after the Danish folk schools, running for fifteen weeks; the School for Workers in Industry, for six weeks; the Rural Ministers' Summer School continuing for two weeks; the School in Coöperative Management running one week; the rural electrification short course for one week; the winter dairy course for twelve weeks; school administrators' institute for one week; the greenskeepers' course for three days. There were many others. Invariably the instruction in these schools was of a very practical nature. Their popularity reflects a definite desire on the part of large numbers of people already decided on or established in an occupation or profession to discuss their experiences with each other and to return at intervals to specialized schools and schools of higher learning in order that they may keep abreast of the times.

ADULT EDUCATION THROUGH RADIO

Radio is probably the newest medium for adult education, and its justification for separate consideration is that it is new and that its use is still a highly controversial matter. The debatable issues are in two fields: its relative effectiveness as a medium, and the way it should be administered. Private broadcasting facilities, which are seldom concerned with any one State as such, are obviously not a direct consideration under this analysis, but State-owned and operated or State-leased facilities are. The extension services of the colleges and universities and various State governmental departments are frequently identified with the State-owned or leased

radio, looking to it as an additional medium to supplement the printed word, visual aids, and the face-to-face meeting. Its staff, therefore, in addition to the technical or administrative staff for radio itself, comprises the regular instruction or technical staff who can be persuaded to expand their audiences through the use of radio.

There are about twenty-five university owned and operated radio stations in the United States today, including those of a number of State universities. There are no independent State stations as such. The funds available for these stations are as yet very limited. The programs are laid out and administered with regard to that State, including such features as farmers' hours, homemakers' hours, schools of the air, colleges of the air, and special broadcasts for schools of the State. In addition there are many discussions and forums on public problems.

Starting less than ten years ago on any sort of comprehensive scale, the place of the radio in a plan of adult education is not yet established. It must be a very potent agency; otherwise why should the commercial broadcasting companies be so anxious to monopolize the better hours and channels and be so reluctant to give way to publicly owned and operated educational stations? Furthermore, experimental data are beginning to show that, in addition to the attitudes that are created, a large number of objective facts are learned and retained by the listeners.

ADULT EDUCATION THROUGH STATE LIBRARY AGENCIES

The State library agencies available for adult education are differently organized and have varying functions.⁵ They, like the other agencies for adult education, have changed and expect to continue to change from time to time. They are agencies financed by State funds and usually operate either as a State library department, State library commission, or division of the department of public educa-

⁵ See the recent report of the American Library Association, Chicago.

tion. At the present time, all but four of the States have State library agencies. Four of those legally set up, however, at present have no appropriations. There is a real desire for Federal aid for the library agencies, and the American Library Association is on record for Federal aid. The reason for this is clearly set forth in the statement, "any form of adequate library service, or any progress in library service demands more money than we are getting now, and that more money can most fairly come from Federal aid."⁶

Many State library agencies provide consecutive courses of reading outlined by members of their staffs. State library agencies, however, do not usually construe their functions as being that of setting up and administering adult-education programs. Although one of the first recognized and one of the most aggressive agencies in the adult-education movement, they interpret their role as being "an accessory for adult-education programs." To supplement the local and county libraries, and by mail or traveling libraries to make books available to people beyond the reach of these local libraries, to maintain an effective standard of library service, and to develop a high quality of library personnel they set forth as their chief tasks. It is obvious, therefore, that a responsibility rests with those in the administrative and organizational field of adult education, first, to familiarize themselves and their workers with the facilities available through such accessory services as the library agencies, and, second, to work closely with them in keeping the book stock up-to-date, available in quantity, of balanced nature at the time it will be needed.

ADULT EDUCATION THROUGH SPECIAL-INTEREST ORGANIZATIONS

So far we have discussed only the public systems of State organizations for adult education. The field is not limited to public agencies by any means, nor should it be limited to them. In any democratic

⁶ C. B. Lester, "The Need for Federal Aid," *Bulletin of the American Library Association*, XXIX, 2 (February 1935), pp. 64-66.

country there must continually be full and free opportunity for citizens individually and collectively to give expression to a point of view they may hold and to attempt to recruit a following. The assumption of the adult-education procedure is that through time we can depend upon the inherent sound judgment of the masses and that the truth will prevail. The only limitation is that there be freedom fully to express and discuss all sides of each and every issue.

This approach is illustrated by the educational work of the League of Women Voters, Parent-Teacher Association, Manufacturers' Association, Tax Payers' Alliance, Federation of Labor, Farmers' Equity-Union, and the Grange, to mention only a few of these very many voluntary organizations. Most of these organizations also have national and local units as well as their State units. But very frequently the State units have part-time or even full-time paid officers and representatives, financed by funds collected from the members of the organization. Studies and surveys are made by these representatives; bulletins, newspapers, and magazine articles are prepared and distributed by them; speeches are made; discussion meetings are arranged for; and continual attempts are made to mold public opinion and influence legislation in the direction that they believe to be desirable. Frequently these interest organizations call on public agencies as well as other interest organizations for results of their studies, to present different points of view on matters before them, and to discuss with them desirable ends to be attained.

Even though it is outside the central theme of this analysis, any mention of these special-interest organizations would be distorted without calling attention to their most vital function in any plan of adult education. Built, as practically all of them are, on a foundation of local community units, these units today provide the vital functioning adult-education units in a democratic society. These local units, which are the modern replicas of the New England town meeting, reflect the collective effort of the great masses of local citizens to identify themselves with the civic, social, and educational

life of their community, their State, and their nation. Here the great masses contribute their bit to the group-thinking process of their State, and maul over the ideas that later find expression through their governmental representative, through their lobbyist, or in the ballot box. These local voluntary interest groups are today the most effective functional adult-education units in our democracy.

There are other State approaches that might or might not be included in this analysis of State organization for adult education. But since we are dealing with a marginal concept and because of space limitations it has become necessary to exclude such activities as vocational education, Americanization classes, State subsidy for local adult education, and State participation in the Federal program of emergency education.

SOME SUMMARY CHARACTERISTICS

Now, what are some of the outstanding characteristics of these various State agencies for adult education? First, there is an increasing realization on the part of educators in State circles that education, in a democratic country, must extend beyond the confines of the formal classroom to all the people of the State. Along with this is the realization that education is a continuing process starting in the younger years but continuing throughout life.

Second, the State agencies moving most rapidly in the direction of adult education are the State institutions of higher learning that have been vested with educational responsibilities. The ones pushing out most aggressively at present on the State level are the college and university extension services. The coöperative agricultural extension service, which has always been very informal in its methods of teaching, is rapidly adding the "discussion method." General university extension, which started with the more formal methods, is becoming more informal. Both of these types of extension, together with resident staffs, have developed numerous special noncredit short courses as a means, under the scholarly atmosphere of a college or

university, of making the most recent discoveries of their fields of inquiry available to special occupational and professional groups in their State. Meanwhile, experimenting is being done, largely through these same two agencies, in the use of the radio as an additional medium for adult education. The State library agencies recognize their role as being accessory to adult-education programs, but wish to become more effective in that role.

The third significant development for adult education at the State level is in the field of private initiative through the State-wide offices of special-interest organizations. These reflect the approaches of the different occupational groups or special interests. Usually these groups start with the desire to discover and interpret the facts as they apply to their particular occupation or interest. Always the conclusions are arrived at with regard to certain background philosophies. Emanating from the State office, programs are then drawn up spreading throughout the State. The need frequently exists for reconciling these programs with proposals coming from other groups or with the findings of public educational agencies. This reconciliation and interpretation constitutes both the field and the justification for adult education.

INTEGRATION OF ADULT EDUCATION

We now arrive at the conclusion that the major public responsibility for the State organization and administration of adult education rests with and is gradually being assumed by the State educational institutions of college and university level. These are supplemented, from the public point of view, by library agencies that are set up independently, and, from the private point of view, by State officers and representatives of special-interest organizations. There is need for integration of these programs⁷ at the State level both within and between these agencies. There is also need for closer integration

⁷ The concept used here is one of integration of programs but not of ideas. It is recognized that a close integration of ideas at the Federal or State level may prove fatal to a democracy.

between State and Federal agencies, for example with the emergency education program. There is, again, need for closer integration between the State and community, county, or city programs, for example with the vocational-education program and the new forums emanating directly from the National Office of Education. Then again there are relationships that need to be worked out between these public agencies operating at the national, State, or local levels and the thousands of private local groups, many of which are integrated on no level whatever. It is inevitable that there be both gaps and overlaps in the present system. Space permits only brief reference to methods of working out these relationships.

At least one sound approach to this matter of integration of adult education would seem to be closer working relationship at each of these various levels. With the use of Federal money and increasing grants of Federal aid, it seems that as far as these public agencies are concerned this should start from the national level. This might well include the coöperative agricultural extension work, vocational education, emergency education, and the Federal forums.

This would then make possible integration at the next level—the State level—certainly as far as the use of funds coming from the Federal Government is concerned. Then to the circle could be added those public agencies, such as general university extension, the State library agencies, and the radio, originating entirely at the State level. But with or without coördination on the national level, it appears that many States are now in a position to go farther than they have gone in integrating their efforts in this field of adult education.* Starting with a small informal group or committee representing State-wide public agencies, it could develop slowly, later bringing representatives of State-wide private organizations around the council table.

Movements in the direction of coördination are particularly

* W. H. Stacy, *Integration of Adult Education* (New York: Columbia University Bureau of Publications, 1935).

difficult with regard to a coördinated administration. It does seem, however, that, given time to work them out, there are two possible approaches. One is a division of labor on the basis of area or function. The other is coördination through the interrelating of staffs and of physical plants. The first of these seems, offhand, to have the most ready appeal, but there are two serious difficulties encountered. The one is that the people of the State with whom adult educators work never completely understand these divisions, and the second is that staffs frequently do not adhere to them. The interrelating of staffs seems to offer enough promise to justify more thorough testing. Perhaps in time, as has already been demonstrated in a few cases, it may make possible a coördinated State administration.

The level where the need for integration of programs and ideas is greatest and where it must take place at least to a partial degree is in the local community. Here ideas coming from the "grass roots" up meet the "impact" of ideas coming from the agencies without, and either a reconciliation must be made or certain exterior influences and agencies rejected. It is here that Federal programs for emergency education, for vocational education, and for agricultural extension, State funds for university extension, for libraries, and for radio, the influence of the private press and of the national and State offices of special-interest organizations, and county and local educational agencies and organizations make their adjustments in the methods and thought processes of local citizens as they gather in their community meeting. It seems very probable that the role of the local school and particularly the community high school will be extended to discharge more completely this important out-of-school adult-education task.

A WPA PROGRAM OF ADULT EDUCATION, SCHUYLKILL COUNTY, PENNSYLVANIA

CARL A. MARSDEN

New York University

Much has been spoken and written concerning the shortcomings of the WPA Adult Education Program. Too little has been said about the accomplishments of that program. True, the venture was launched as an emergency measure with relief the primary, and education the secondary, objective. The technique of approach was predominantly that of "trial and error," with the result that many of the initial efforts were crude and questionable. Some educational monstrosities did come into being and it is probable there are many others still to be born. But the exigencies of the situation demanded action. There was no rich reservoir of experience in the realm of adult education in the United States that might be drawn upon for guidance. The experience of our European brethren was of little value since their adult activities evolved to meet their specific social, economic, and political problems, which were quite different from our own.

Despite those handicaps, there is ample evidence to sustain the conclusion that the contributions of the WPA Adult Education Program to our people justify the expenditures we have made. Who among us would deny that that program has made America adult-education-conscious for the first time? Should not the very lack of uniformity in that program throughout our great country set at ease those professional educators who fear that Federal financial assistance to our public schools would mean the surrender of essential local prerogatives? The informality of instruction and the adjustments to purely local needs distinguish the successful from the unsuccessful WPA offerings. Content, too, takes on added significance, for the voluntary adult student demands commodities

rather than coupons. Apply the same measuring rods to public-school education or to college education and the emergency program may not suffer by comparison.

Educational accomplishments on all levels increase or decrease in direct proportion to the caliber of the leadership exercised. Not all of the individuals charged with the responsibility of organizing, supervising, and administering the emergency program have objectified educational statesmanship. However, many have not been devoid of the qualifications essential to dynamic educational leadership. Due to the oversupply of teachers, many very capable people have been secured to instruct adult groups, and a number of them, because of meritorious service, have been advanced to supervisory and administrative offices.

The Emergency Program of Adult Education in Schuylkill County, Pennsylvania, can be cited to objectify the potentialities of a WPA program. That county, sixty miles northeast of the commonwealth capital, Harrisburg, embraces an area of 800 square miles. It has a population of approximately 235,000, eleven per cent of whom are foreign born. The nationality backgrounds of the inhabitants are Russian, Polish, Italian, English, Irish, Welsh, and Czech in descending numerical progression. Schuylkill County is in the center of the anthracite coal region where the ravages of the depression have been doubly acute due to the decadence of the hard-coal industry. The production of anthracite in the region during 1936 was only one half what it had been in the peak year of 1923. That estimate does not include the "take-out" from the widely publicized "bootleg coal" holes that dot the entire county. That extralegal mining, while it may prove a boomerang to the miners eventually, served as a temporary stopgap, at least, to a more serious revolt. The number of workers in the collieries had declined almost fifty per cent during the thirteen-year period, but the population of the county had diminished less than ten per cent. The number of new industries attracted to Schuylkill County was negligible and, as a

result, the surplus man power could not be assimilated in the area through vocational rehabilitation.

"Bootlegging" coal is indicative of the action that will probably be followed by the "have-nots" in other industries if, through competition or mechanization, large numbers of workers are not privileged to toil. The only alternatives under our present system are vocational rehabilitation with resettlement if necessary, or an adequate schedule of Federal financial relief. Relief grants did help save, or postpone, *der Tag* in Schuylkill County. The dire economic plight of the workers there is attested by the fact that during 1934-1935 approximately twenty per cent of the population was on relief. At one time or other during the emergency the Federal Government has assisted 34,950 families in the county.

In the midst of that troubled scene a program of adult education was launched in November 1933. Mr. L. A. BuDahn, superintendent of schools at Pottsville, the county seat, was the motivating force. Although no funds were available, four or five unemployed teachers, among them the present district superintendent, Walter F. Jones, volunteered to serve. Classes were organized and the number of enrollments mounted. Other cities and villages in the county followed the experiment with interest. The moment the success of the Pottsville project was assured, there came a spontaneous demand for a similar type of program on a county-wide basis. At that time the Emergency Council of Adult Education and Recreation of Schuylkill County was born. That Council, while its membership has been enlisted largely from the ranks of professional educators, does include the librarian of a public library and a labor-union representative. In addition, the Council has secured the coöperation of the service clubs, the clergy, municipal officials, various nationality groups, the Red Cross, the National Youth Administration, the Governor's Disaster Relief Committee, and many civic-minded individuals.

From that humble beginning Schuylkill County's program has

expanded until today more than one hundred and fifty teachers are employed to provide instruction in 95 types of activity in 24 different communities. The project has been financed in turn by the CWA, LWD, and WPA. It has been supplemented in many instances by local school boards, the State Department of Public Instruction, service clubs, welfare boards, and public-spirited individuals.

The achievements marking Schuylkill County's adventures in adult education are monuments to democratic leadership, coöperation, and intelligent followership. The superintendent, when questioned recently concerning the objectives of the program, offered the following explanation: "The thought uppermost in our minds has been that of service to the individuals and the communities sponsoring the activities. The aim has always been to do the job so well that the service will remain as an important and permanent part of the community's educational and social setup. In no way has the program attempted any of the work ordinarily carried on by the school districts, but in every case it has supplemented those activities. In addition it has offered to the 'older children' the opportunities they either neglected or were unable to avail themselves of as children. In other areas we have attempted to equip the adult with new controls of behavior to replace those, inculcated during youth, which have become obsolete and outmoded in the rapidly changing social, economic, and political scene."

What are some of the projects in Schuylkill County's program which seem destined to continue if, as, and when the national emergency ceases to exist and Federal funds are no longer available? A tour of a portion of the county, as much as time and space will permit, may reveal units already taking on some semblance of permanency.

We begin at Pottsville. Down to 401 Minersville Street we journey to Lincoln House in the heart of the "Bloody Fifth" Ward. Up three or four steps, across an attractive porch, and we are welcomed in a large recreation room. Children of different ages, most of them

Negro, are engaged in various play activities. We pause for a few moments and then proceed to the second floor. Here we discover a music studio, a health clinic, a sewing room, and a home-economics suite. A number of women, a majority Negro, are participating in the various activities under the guidance of teachers provided by the WPA.

Next we enter the office of the executive secretary and the romance of Lincoln House unfolds. Two murders in the area shocked the Pottsville Interracial Committee into existence in December 1933. The services of a Negro social worker were secured "to survey the Fifth Ward and submit recommendations for the rehabilitation of the area, embracing social, educational, and recreational projects." The survey is completed, a program formulated for all ages and nationality groups, and the project is inaugurated. Housing facilities for the activities are secured in churches, schools, and residences. The teaching personnel is paid by Uncle Sam through the Emergency Relief Administration.

The program expands rapidly. More adequate facilities are imperative. Two drives for funds by the Interracial Committee net \$3,400. A building is leased and renovated. It is dedicated on June 16, 1935, when it is quite appropriately christened Lincoln House. These funds, secured through voluntary contributions, are earmarked for operating expenses other than salaries, which are met by the Works Progress Administration. With the inauguration of Pottsville's Community Chest in 1936, an additional \$3,900 was made available to Lincoln House.

In the light of present economic distress, why has Pottsville rallied to the support of Lincoln House? Superintendent L. A. BuDahn of the city schools states: "We have had a great deal less difficulty with Negro and foreign-born children from the Fifth Ward in the last few years, which I believe is entirely due to the influence that Lincoln House is exerting over that section of our city." Dr. Diller, president of the Board of Education, reports in a similar vein: "The

adults have been attracted in large numbers to Lincoln House by the opportunities offered for recreation and self-improvement. As a result the whole tone of the community has changed for the better." Mayor Claude A. Lord reports that "conditions have been considerably improved and the good of the entire section is manifested in the lack of police court cases from this district." Dr. A. B. Fleming, for ten years president of the Schuylkill County Law Enforcement League, writes to Mr. Merchant, the executive secretary at Lincoln House, as follows: "Since your very much worth-while social and religious work has been going on in that neighborhood, we have noted a substantial improvement in the morals of both Negroes and whites in the Fifth Ward of your city. We have less complaints to handle. Crime has been lessened and I have felt perfectly safe to motor through your neighborhood either by day or night during the past year or two."

Loath as we may be to do so, we must take our leave of Lincoln House.¹ We must likewise bid at least a temporary adieu to Pottsville. We have not had time to observe the splendid recreation program in which several thousand are participating, or the inspiring series of musical offerings for adults. We are en route to Tamaqua, a journey of sixteen miles.

We enter this typical coal-region city of 13,000 inhabitants and make for the public library. Tamaqua, which is within a radius of 120 miles of the nation's metropolis, had no public library prior to 1934. At that time workers on the WPA Adult Education Program canvassed the city for donations of books, secured makeshift quarters, and made a start. In a very short period of time Tamaqua became "library conscious" and enough pressure was exerted upon the city fathers so that more adequate facilities were provided.

Here we are at the Tamaqua Library. We must descend a flight of stairs. We enter a basement room which is as attractive as any

¹ For a more complete description of this project see "Pottsville's Planners Point the Way," *Social Science: A Quarterly*, XII, 2 (April 1937).

room below the ground level can be. It is well lighted, heated, and ventilated. The books are neatly shelved and carefully classified. The covers of recently acquired volumes are attractively displayed. The circulation desk at which are seated two librarians is on our left as we enter. We chat with the librarians and learn that the library has catalogued by subject and author some 8,000 volumes. More than 3,000 readers have registered, with approximately 25 per cent of that number drawing upon the library facilities weekly.

The WPA library project at Tamaqua has been duplicated on a somewhat smaller scale in seven other communities in Schuylkill County. As a result, more than 10,000 people in Schuylkill Haven, Orwigsburg, Tower City, Tremont, Girardville, Minersville, Porter Township, and Tamaqua have been enabled to utilize their leisure more constructively. The librarians of those units convene weekly at Pottsville for conference and instruction. Two additional libraries will be opened in the immediate future: one at Coaldale and the other at Mahanoy City.

The latter city, some ten miles distant from Tamaqua, is our next objective. Our winding route takes us through a mountainous, sparsely populated region. We constantly meet trucks engaged in transporting "bootleg coal." We climb to the summit of the highest range we have yet encountered, begin a hazardous descent, and almost from nowhere looms below us Mahanoy City with its 15,000 inhabitants, most of whom are concentrated in an area of less than two square miles. The financial resources of the city, never really adequate, are now dangerously low. Mahanoy Township, which adjoins Mahanoy City, has the assessed valuation, while the latter has proportionately the greater population. Here we find again a condition all too prevalent in America: adjacent communities with greatly varying ability to support public enterprises. Visit the high school in Mahanoy Township and then its counterpart in Mahanoy City a half mile distant and you have objective evidence that the ideal of democracy in education in the United States, equality of

educational opportunity for all our youth, is far from realization. Can we even approach that ideal if education remains a function reserved for the individual States? Perhaps some development from the WPA will lead to an equalization of opportunity in education more in harmony with the philosophy of democracy on the elementary, secondary, and collegiate levels—as it has in the adult area.

In Mahanoy City we proceed first to the nursery school that the WPA inaugurated in February 1934. It is housed in an elementary-school building. The full-time paid personnel provided by the WPA includes a teacher, a nurse, and a cook. There is an advisory board made up of the following: the superintendent of schools, the school nurse, a physician, a dentist, an oculist, and several other prominent men and women. Thirty children from two and one-half to five years of age, enrolled from families on relief, participate in the daily activities from 9 a.m. to 3 p.m. The program is designed to stimulate the proper physical, social, and mental development of each child. Adequate health services and supervision are provided. In addition to two periods for light refreshments, dinner is served for the children. Several organized play periods are scheduled, and other portions of the day are devoted to story telling, music, drama, dancing, and creative opportunities of varied types. To the carry-over of the nursery school into the home, general conferences with the parents of the children are held every two weeks. Interviews with individual parents are daily occurrences.

The atmosphere in the nursery school is that of freedom and liberty but not license. It reminds one of the Fröbel Pestalozzi House in Berlin during the pre-Hitler era. The children are clean, healthy, happy, and perfectly at ease in their relationships with schoolmates and visitors. Considering the homes from whence they come, one concludes that probably the depression was a blessing in disguise for many of them.

In Mahanoy City we find, too, a program of the more formal type of WPA adult-education activities which is indicative of the offerings made available to the residents of Schuylkill County. The program is housed in the high school. The activities for the semester beginning February 1, 1937, are as follows:

Elementary English	German I
Intermediate English	French I
Advanced English	Music appreciation
Letter writing	Harmony
Psychology	Piano
Business arithmetic	Voice
American government	Chorus
Current events	Drawing
Shorthand I, II, III	Dramatics
Typewriting	Crafts
Spanish I, II	Physical education

Two significant statements appear in the bulletin announcing the courses:

1. A certificate will be issued to students who satisfactorily complete the work in any high-school subject.
2. Special arrangements will be made for those who must be absent every other week because of night work.

We move on now from Mahanoy City to Shenandoah,² a journey of less than five miles. The terrain through which we pass is even more ugly than the usual mining area, due to the unsightly strip-mining operations. We enter the city and are directed to the Community Center, which might more appropriately be designated as a community workshop. On the third floor of an old factory building we encounter a beehive of activity. Here at one end is a group of adults making furniture: the creations vary from bookends to cedar chests. In the center of the laboratory, metalwork operations are in progress: one adult of Greek nationality, the owner of a res-

² George R. Leighton, "Shenandoah, Pennsylvania—The Epic of an Anthracite Town," *Harper's Magazine*, CLXXIV, 1040 (January 1937), pp. 131-147.

tauriant in Shenandoah, is securing self-expression through creations in metal, the techniques of which art he learned as a boy in Greece. He has objectified through models the evolution of lighting. At the other end of the workshop we find an artist's studio. The quality of the creations of this group convinces one that America does not lack talent in this sphere but lacks merely the opportunities to develop its latent capacities. Perhaps the WPA may hasten the day when we shall not be forced to import our "masterpieces."

While we are observing the workshop activities, the WPA band arrives and begins its rehearsal. The quality of the music is unusual. Inquiries reveal that the personnel, too, is unusual; one instrumentalist had been associated with Sousa, another had been a member of the United States Marine Band, while three others of German extraction had had previous band experience. A number of the group journeyed ten miles or more to participate. Surely it is safe to conclude that the workshop at Shenandoah and the three other similar centers in Schuylkill County are making positive contributions to a more complete life for at least a sector of the adults in the county.

Shenandoah, because of its accessibility, has been selected as one of the two centers in Schuylkill County for the in-service teacher training of WPA personnel. Here, once a week for a two-hour period, thirty-five teachers meet with a university instructor to explore some phase of adult education. The current unit for group study is captioned "Community Values in Adult Education." Each teacher enrolled assists in financing the project through the payment of a twenty-dollar fee for the fifteen two-hour sessions. No pressure to enroll is exerted upon the staff, so the rather general participation is a reliable index to the professional attitude of those teachers. Other units entailing little or no expense have also been made available.

Meet and confer with those teachers, observe them in action, and you will soon sense that as a group they are conscientious, enthusias-

tic, and democratic in their staff and student relationships. They have caught the spirit of the pioneer and they are imbued with the ideal of service. They warrant and will achieve a more secure future. The educational philosophy and social perspective of those educators may surprise you somewhat, but bear in mind that you are observing the victims—or beneficiaries—of the worst depression this country has ever known. In years and professional experience they are young; yet they are commissioned to lead adults. What a contrast to our established educational institutions where age, in accordance with its own standards, continued to dominate youth!

The WPA in Schuylkill County is determined to stamp out illiteracy, which at the inauguration of the program handicapped approximately four per cent of the population. We shall, therefore, accompany one of the young Americanization instructors from the teacher-training center in Shenandoah to a home in Raven Run. We roll along the main thoroughfare to Lost Creek, turn right up a treacherous mountain road, and continue for five miles. After what seems like an eternity—several times during the ascent you feared lest it would be just that—you come upon Raven Run, a hamlet of several hundred inhabitants, most of whom are of Italian extraction. We enter one of the residences, which is well ordered now since the teacher makes two visits a week. Four adults ranging in age from twenty-five to forty-five are seated around a table on which there are books and papers. Two of the group are absent tonight due to illness. Informal exercises in reading, spelling, and oral English are enjoyed and the period passes all too quickly. The adult students take as much pride in their achievements as children do. They enjoy the sessions because of the sympathetic, human approach of the young teacher and they are genuinely sorry when she must take her leave to conduct a similar session in some other home.

Schuylkill County's program of Americanization aims at more than the mere elimination of illiteracy and the procurement of citizenship papers. It strives to preserve for America the cultural heritage of the varied nationality groups that comprise our citi-

zenry. It recognizes that those groups have a positive contribution to make to the enrichment of our own culture. The program, therefore, constantly glorifies the contributions of each nationality group and has succeeded, at least partially, in fostering an appreciation and tolerance of one group for the other. The Festival of Nations Pageant presented in Shenandoah in May 1936, and repeated in various other cities in Schuylkill County upon popular request, personified the true spirit of America. There, joined together by the bond of a new allegiance, Polish-, Czechoslovakian-, Russian-, German-, Italian-, and Irish-Americans, in native regalia, proudly presented their folk songs and dances. And it was our own native born who clamored most vociferously for the repeat performances.

Our superficial tour of Schuylkill County is now completed. It has been conducted unscientifically, but we are safe in concluding that the WPA Adult Education Program has brought a measure of inspiration and hope to many humans in that drab area. True, there are adult-education problems in the region that are still unsolved; guidance, vocational rehabilitation, and, perhaps, resettlement. However, a start has been made and the initial returns indicate that there is as much latent mental energy on the surface as physical energy stored beneath the earth's crust in that area.

Accomplishments comparable with those in Schuylkill County have been achieved by WPA workers in many other sections of the United States. It is high time that our Government, our citizenry, and our professional educators recognize those contributions and accord to those pioneers the faith, confidence, and support they merit. Adult education alone can stimulate that renaissance which is imperative if our democracy is to survive. Techniques must be devised to enable adults to discover their interests and needs, and opportunities must be provided to develop those interests and needs. Adult education is as simple—and as difficult—as just that. The WPA is only one of the numerous agencies dedicated to lead an enlightened America over the new frontiers. We cannot afford it? We cannot afford to be without it!

ADULT EDUCATION IN GREATER BOSTON¹

REVEREND M. J. AHERN, S.J.

Adult Education Council of Greater Boston

The metropolitan area of Greater Boston consists of thirty-six towns and cities within a radius of fourteen miles from the Statehouse. This area has a total population of approximately 3,000,000. Within the area are twelve institutions of higher learning, in addition to the school systems of the towns and cities. Adult education in this area may be said to have been initiated by John Lowell, Jr., in 1836 when he established the public lectures in the City of Boston under "The Lowell Institute." These lectures were first opened to the public in 1839. They are maintained annually under the will of John Lowell and are at present in their ninety-seventh year.

It is impossible at the present writing to estimate with any accuracy the tens of thousands of people who have listened to these lectures. Professor W. H. Lawrence, curator of Lowell Institute, states that there have been 780 courses and 6,975 individual lectures delivered from the Lowell Institute platform. The wide scope of these lectures may be seen from the following analysis of courses given in the ten-year period 1921-1922 to 1931-1932: natural science 33, social history 19, philosophy 16, social science 9, religious history 4, archaeology 3.

These Lowell lectures coöperate with the University Extension Lectures that are provided by an association of colleges in and about Boston. As such they may count toward the degree of "adjunct in arts." Of course, strictly speaking, courses toward a degree may not be called courses in adult education. But in view of the fact that many thousands of persons elect these courses for their purely cultural value, they may be said to be fine examples of education for adults.

¹The writer is grateful to Dr. Kirtley F. Mather, Miss Dorothy Hewitt, and to Miss Zelda Lions for much of the information contained in this article.

Of course, during the century of the existence of the Lowell Institute several score associations, both those connected and those not connected with educational institutions, have maintained adult-education courses of a very wide variety. Among these perhaps the most outstanding have been the courses under the auspices of the Y.M.C.A. and Y.W.C.A. and the Young Men's Catholic Association of Boston.

Somewhat over a quarter of a century ago there was much agitation in Massachusetts for the establishment of a State university. This did not eventuate nor has it been established up to the present. However, the State maintains a Division of University Extension. These courses are elected by some twelve to fifteen thousand people throughout the State each year.

I think I shall not be criticized for stating, as a matter of personal opinion, that the establishment and endowment of the Prospect Union Educational Exchange, conducted by the Prospect Union Association of Cambridge, which was incorporated in 1896, made the first systematic study and cataloguing of courses in adult education available in Greater Boston. The Prospect Union publishes an annual catalogue entitled "Educational Opportunities of Greater Boston for Working Men and Women." The fourteenth catalogue of the Exchange, for 1936-1937, lists 3,500 late afternoon and evening courses. The Exchange emphasizes that the list of schools and courses given is selective rather than exhaustive. The Exchange investigates all the schools listed in the catalogue, and enumerates only those courses which have been found to give evidence of serious educational purpose. The Exchange is also an accrediting agency and its purpose is to present information and guidance to all who may need it. No fee is accepted from any school or agency listed. The Exchange is supported by endowments, and its files contain information also on college-grade courses and professional and semiprofessional schools, and it will take care of inquiries that can be referred to sources of information on special

schools for handicapped persons, private schools, tutorial agencies, and schools for minors. It must be admitted by every one interested in adult education that this Prospect Union Educational Exchange is doing a splendid piece of work in providing educational opportunities for each and every citizen, especially those opportunities which he needs most or which occupy whatever leisure time he may possess.

The establishment in 1933 of the Twentieth Century Adult Education Centre may be said to have established in Boston a university for adult education. In the summer of that year a small group of men and women interested in education as a life process came together to discuss a need, which had already been sensed in our changing social order, for adult education. Opportunities of a type that up to this time had been almost nonexistent in greater Boston had been discovered. Despite the many educational opportunities enumerated in the preceding paragraphs of this article, small, intimate, well-organized, expertly led cultural study groups were almost entirely missing.

With this need in mind and before attempting to secure the financial backing ultimately necessary to any educational project serving a cross section of the community, the organizing committee went ahead on a voluntary basis to test the validity of the idea. Of course, the thing of first importance was to secure the leadership of persons who were not only experts in their field but who had personalities that were impressive and who were interested in the cultural advance of all people. The courses were limited to study groups of twenty-five persons or less. In this way, each person in the course became well acquainted with the leader and with the other members of the group. A homelike atmosphere, consisting of living rooms in the Twentieth Century Club building with comfortable chairs, lamps, rugs, pictures, and fireplaces, was insisted upon and unfailingly achieved. A carefully selected board of directors was chosen. The president and founder of this Centre was Professor

Kirtley F. Mather, professor of geology at Harvard University and director of its summer sessions. He has been, since the initiation of the Centre, ably assisted by Miss Dorothy Hewitt as director. The fees were set at the relatively nominal charge of five dollars for a ten weeks' series. With characteristic generosity a few scholarships were provided through private gifts for those who otherwise would not have taken the courses. During its first year there were 1,250 enrollments in the 71 courses distributed over the three terms. Over 700 applicants had to be turned away.

The leaders of these courses served practically on a voluntary basis, and were drawn from such places as Harvard University, Simmons College, Boston College, Smith College, Massachusetts School of Art, and Massachusetts Institute of Technology. The report of this first year's session tells us that people of all types joined these groups: milkmen, lawyers, bookkeepers, building contractors, domestics, physicians, ministers, locksmiths, housewives, elevator operators, dental hygienists, laundrymen, engineers, executives, unemployed persons, bank tellers, art supervisors, wage investigators, stock boys, research technicians, and young men and women who had always hoped to go to college.

The emphatic success of the first year of this Adult Educational Centre seemed to have established its permanency and the succeeding years have only confirmed this conclusion. The Centre opened its season of 1935 with a still larger enrollment, and in the autumn of that year the name was changed from the Twentieth Century Adult Educational Centre to the Boston Centre for Adult Education. It was evident at the close of this autumn term that the Centre needed new quarters, for up to then its quarters had been rented from the Twentieth Century Club. Accordingly, a committee of substantial citizens made a study of the housing problem. The Commonwealth of Massachusetts granted a charter to the Boston Centre for Adult Education as a nonprofit institution, and the demand for courses was taxing all the facilities of the Centre. It will be of inter-

est to quote the following from Edward Stevensen Robinson: "That individual is rare who does not want to be wiser or more expert in some regard and who would not take at least a little pain to be so if the opportunity were clearly available." This quotation was cited in the bulletin for 1935 of the Centre as an apt summary of the experience of these two years. To quote from this bulletin "the entire attitude of the Centre is based on the practical—to develop innate abilities, to foster the abundant life, and to nourish true American culture. The Centre gives opportunity, it develops creative ability, it emphasizes the expression of positive personality."

In October 1936 the Centre entered its new home at 79 Mt. Vernon Street, Boston. This house, in one of the loveliest sections of Beacon Hill Boston, sets back from this venerable street with a personality that is all its own. Every room in this house has a fireplace; the stairs, the woodwork, the shapes of the rooms, the paneled library, with a window seat opposite the fireplace, all give just the right atmosphere. The original plan of not enrolling more than twenty-five persons in a course and sometimes only fourteen or fifteen has been adhered to. There is never a thought of credit, degree, or examination, for there are none of these in the Boston Centre for Adult Education. The autumn 1936 bulletin thus describes the aims of the Centre in its new environment: "The whole idea is to provide a place where mature men and women may learn and do those things they have always wanted to do, but for which thus far they have not found just the right time or place. The Centre's aim is to arrange the setting in which people may take part in the most exciting adventures there are, of discovering, thinking, creating, developing those inner latencies within every one and that must have a chance to mature if we are to live to the full and not merely exist."

With the winter term of 1937, the Centre provided afternoon courses for the first time. This is the beginning of the Centre's plan to have a full program of daytime as well as evening courses; and

as rapidly as finances permit, this list of courses will be supplemented until it is as extensive as the evening offerings. In January 1937 the Centre began three new series of Friday evening events of an unusual and attractive nature. One of these series will be an informal public-discussion series under the direction of Dr. Kirtley F. Mather and will continue on the third Friday of each month. Musical evenings are held on the fourth Friday of each month and in February a monthly sequence of Centre Variety Entertainments was begun.

As this article is merely a description of actual achievements in adult education in the Greater Boston area and particularly in the Boston Centre for Adult Education, it is only necessary to state that a total of fifty-five courses will be given at the Centre during the winter session of 1937. These include a wide range of human interests from specific training in adult-education leadership to poetry writing.

This summer, under the direction of Dr. Mather, the Harvard Summer School will offer two basic courses in adult education: one on its aims and philosophy, the other on program planning and community analysis, both under the direction of a pioneer leader in the movement.

Thus is one of America's larger cities seeking to provide opportunities for adult education through its coördinating agencies. Other interest areas are being served through many organizations and individuals. In the limited space of this article it has seemed better to describe in detail the work in one service area rather than to seek to accomplish the impossible task of summarizing the entire field. The movement described above, like all ventures in adult education, is successful only to the degree that it enlists the enthusiastic coöperation of the other agencies in the community.

RYE'S ADULT-EDUCATION EXPERIMENT

DANA F. WOODMAN¹

*Chairman, Adult Education Groups, and Member of the
Board of Education*

Rye is a suburban community situated twenty-five miles from New York City. Its winter population is about eight thousand. It has an old established social set, and also an increasing population of comparative newcomers of whom it is said that they use Rye as a bedroom and pay little attention to the affairs of the village. There is another segment of population, consisting of the old-timers who have businesses in Rye, the chauffeurs, gardeners, and a strong Italian-American population—all excellent material for an adult-education experiment.

The Village of Rye in 1931 completed the construction of an unusually beautiful high-school building. The administration of the school soon found itself faced by two problems—first, a justification of the building, which had cost one and one-half million dollars and which was commonly referred to as the “taxpayers’ memorial,” and, second, an explanation as well as a justification for its modern and progressive philosophy and practice.

Efforts have been made in many directions to “sell” the school to the public. Success, to a degree or another, has been met in each of these ventures in educating the public to the place and value of the school in the community. It is now recognized that Rye’s adult-education experiment, which has brought a representative group of citizens to the school week after week, has been one of the most powerful factors in solving these two problems. It has convinced many of our people that the building is a community asset through forms of service other than the education of its young people, and they have found that it is adaptable for many purposes. Secondly,

¹ Credit is given to Mr. A. V. MacCullough, principal of the Rye high school and vice-chairman of the Rye Adult Education Groups, for information included in this article.

in the minds of those in the community who thought of education as a simple process of instruction in the traditional subjects and in the conventional manner, the adult-education classes, which, after all, are but a counterpart of the day instruction in the school, have "sold" modern educational procedures and led to an awakening of the public to the complexities of the learning processes and teaching techniques as we now use them.

One evening this past winter, a Rye society woman telephoned the leader of the public-speaking group. She wanted to know if he would permit her to enroll in his group, even though the second term had started and the class was full. She explained her urgent request by saying that she couldn't talk for two minutes before the Garden Club or anywhere else without having heart failure, and she just had to learn to speak. The leader agreed to allow her to join his group if she could get the approval of the chairman. She appeared before the group manager and registered that same evening. They told her that the tuition for the second half of the year was two dollars and that there were seven more sessions. She misunderstood and said she would give them her check for fourteen dollars. When she realized that it was only two dollars for the entire course, she could not believe it. She was ready to pay more because it was worth so much to her to learn to speak publicly.

That attitude is typical of the members of the groups. But it presented a problem. Should the groups charge more for tuition and possibly raise the financial bars too high for many who needed the course? The first year the registration fee was two dollars for six sessions beginning in the late winter of 1936. The leaders volunteered their services and the Board of Education of the new million-dollar high school donated the use of the building, including heat and light. The only expense was for the superintendent of the building, who could not be expected to donate his services. Expenses were kept down and the budget was balanced at the close of that year. The second year, starting last fall, the registration fee was two dol-

lars for each semester of ten sessions. In special cases, the executive committee, consisting of the chairman, vice-chairman, secretary and treasurer, and manager, waived the fee where they felt that it was a hardship for the member to pay anything. One good reason for the registration fee being kept down the second year was the fact that the Board of Education took an active interest in the experiment. They put in their annual budget an item of \$800.00 to help pay expenses of the groups, and the budget was approved by the voters, but not without a fight.

The idea of having adult groups in Rye had to be explained to the voters. It started with a young married woman who had been graduated from a New England college in the same class as her husband. Their children were in the Rye public schools. They had to continue their academic work in their home in order to be able to answer the questions of the children and help them with their studies. This was the "good ground" in which the idea germinated.

One day, in the fall of 1935, this mother buttonholed a member of the high-school board and held him with her glittering eye like the ancient mariner. She asked him if he didn't think it would be a good thing for the community and for the high school to have an adult school in Rye, and to have the groups meet in the new high school. This board member knew that another member objected to the high school's being lit up like a Christmas tree every night, so he was guarded in his reply. He wanted to know just what adult education meant. Even after he was told he was still skeptical. But he promised to tell the story to the Board. There was some confusion in the minds of the members because there was already a well-established Americanization class that was the pet project of one of the old bellwethers of the Board. He did not want duplication of the effort; could not see the difference. Probably the argument that won the support of the Board was this: There were many people in Rye who wanted to go back to "the land of beginning again" and learn a new vocation to support themselves and their families. And doubtless, many others in the community wanted to keep their

minds from getting rusty—to go back to school again. The Board capitulated.

The first step after that was to find out what courses were desired. A return postal card was mailed to five hundred "suspects" in the village. They were requested to indicate in which of the following subjects they were interested: (1) art, (2) shopwork, (3) dress-making, (4) French, adapted to the needs of the group, (5) type-writing, (6) current events, (7) gymnasium—a men's group. They also were asked to add any subject that was not listed. Not many cards came back in the first few days and it looked like a "flop." Some asked for stenography, but it was decided not to attempt to organize such a group. The subject could not be covered in twenty lessons, and the executive committee did not change its mind the second year. But they were not sure they were right.

As a result of the use of the return postal card, about one hundred enrolled the first year and the average attendance was sixty-five. The card had the merit of being simple, and it was easy for the prospect to fill out and put in the mail. The direct-mail advertising experts say that a return of two per cent on the use of a return postal card is satisfactory. Our percentage was much higher. But it needed a personal or at least a telephone follow-up in the opinion of the committee, and that was not done. The postal-card method was pretty casual. Moreover, there was little room on the card for the list of subjects that people were interested in.

Before the first semester last fall, a mimeographed circular containing a list of subjects—the same as those of the first year, with the addition of a public-speaking group—was distributed by the high-school students to their parents and neighbors, and, of course, an announcement appeared in the local papers. The student method of distribution was inefficient and the best way is yet to be discovered. A tentative plan for next year is to ask the Boy and Girl Scouts to do the job, and the prospectus will be printed to look as much like a page from the Harvard catalogue as possible.

So much depended on good leadership of the groups—that was

certain after the first year's experience. The committee decided to pay the leaders. Five dollars a night was not much but it was all the budget could stand and it compared favorably with what was paid in other communities for similar work. As was the case the first year, the staff of leaders was recruited largely from the high-school faculty, but some of the ablest came from the outside. For example, the leader of the public-speaking group, one of the village ministers, had registered in the carpentry group the first year. Every Tuesday evening he spent the time working on an antique table for his summer cottage in New Hampshire. When he was approached by a member of the Executive Committee and asked to become a leader of the public-speaking group, he declined. His reason was that he preferred to finish his table. The suspicion was strong that he loved to work in his shirt sleeves at a bench with a plane, saw, hammer, and such, but he finally gave in. And his group became, numerically at least, the most successful. There was even a waiting list.

The dressmaking group languished and died the second year. Most everybody knew more than the leader did, so some said. Others said there were two colored people in the group and the management should have drawn the color line. The fact remained that the first year there was a successful dressmaking group under the leadership of a sewing-machine company's expert seamstress.

The men's gymnasium class was unsuccessful apparently due only to the fact that there seemed to be no demand for it.

Anticipating the arrival of the seed catalogues and the spring interest in gardening, a garden group was announced for the second semester, starting February. Not one person enrolled. A real effort was made to secure a leader, but without success. This accounts in part for the failure, probably. There are two very successful garden clubs in the village, and perhaps that has something to do with it.

The management of the groups the first year was in the hands of a committee of fifteen, selected from the elementary- and sec-

ondary-school faculties, the Country Day School headmaster, the heads of the Parent-Teachers Organization, and a representative of the Board of Education. There were scarcely any records kept, except financial. The next year the committee of fifteen met and chose an executive committee of five: a chairman, vice-chairman, manager, registrar, and publicity man. The most important man of this committee has proved to be the manager, who has directed the affairs of the groups. He served without pay the first year and received the nominal sum of \$50 for his work the second year.

There is no similarity in the ages of the members. In one group a young man just out of his teens is learning public speaking, and beside him is an oldster of sixty-five years. The committee had to make the rule that no student of high-school age or younger would be permitted to register. The women outnumbered the men two to one. Social and economic lines are obliterated.

The sessions begin at 8.15 and end at 9.45 o'clock. At that time the announcement is made on the loud-speaker in each room that the time to end the meetings has arrived. The members are invited to visit the cafeteria where a simple snack of coffee and doughnuts or sandwiches is ready. There is self-service and members are requested to put on a tray near the door whatever they think it is fair to pay for the food. About half those in attendance in the groups patronize the social hour, which ends at 10.45 with lights out. How to get the other half is engaging the attention of the committee.

Is a job really being done in Rye? Take the case of a colored man in one of the groups. He was praising the work of the leader who had helped him. He said, "I am just a combination chauffeur, butler, and man of all work on an estate here and I am grateful for the training I have received in my group." His leader very graciously replied, "Years ago a man picked some very ordinary people for His work of spreading the Gospel and they became the founders of our faith. You, too, may have a great mission. Who knows?"

BOOK REVIEWS

PUBLICATIONS OF THE UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

A Step Forward for Adult Civic Education, Bulletin No. 17, 1937.

This publication is devoted to the description of a program that brings about contact between trained leaders on social and economic problems and members of the community who are less familiar with the problems and means of remedying them. It is a specific illustration of the use of discussion or forum groups. This program is sponsored by the FERA, which has appropriated the sum of \$330,000 to establish ten demonstration programs in ten different States, under local management.

Public Affairs Pamphlets, Bulletin No. 3, 1937.

A tabulation of over 660 publications. Gives names, authors, publishers, prices, and contents. Useful to teachers of social sciences and forum directors.

Safeguarding Democracy Through Adult Civic Education, Bulletin No. 6, 1936.

A booklet presenting several of the commissioner's public addresses and articles, and discussing the philosophy of civic education. Useful to teachers and civic leaders seeking a clear-cut definition and defense of academic freedom and of adult civic education.

Education for Democracy—Public Affairs Forums, Bulletin No. 17, 1935.

A handbook for forum leaders and managers. Devoted mainly to techniques and methods. Presents factual material on Des Moines and other forums; contains bibliography on forums and public discussion.

PUBLICATIONS PLANNED

Choosing Our Way

A study of 430 forums conducted under various auspices.

Junior Forums

Describes forum techniques for use in high schools, colleges, and universities.

INDEX TO VOLUME X

SEPTEMBER 1936 TO MAY 1937

- Adolescents Living in City and Country, Comparison of the Problems and Interests of Young. By Percival M. Symonds, 231.
- Adult Education, Changing Concepts of. By Thomas H. Nelson, 515.
- Adult Education. Special issue, May, 513-576.
- Ahern, Rev. M. J. Adult Education in Greater Boston, 560.
- Albrecht, Arthur E. A Student Venture in Coöperative Living, 262.
- Amateur-Group Film Producing With Economy. By Kenneth F. Space, 172.
- Americanization, A Problem in. By Helen E. Laird, 289.
- Arnsperger, V. C. The Educational Talking Picture, 143.
- Arrington, Ruth E. The Impact of Environment on the Social and Cultural Development of the Preschool Child, 451.
- Bacher, E. L., and Snow, C. D. Commercial Organization Attitude Toward International Trade, 358.
- Bader, Louis. Germany's New Social Institutions in the Making, 280.
- Barrett, Wilton A. The National Board of Review of Motion Pictures—How It Works, 177.
- Beam, Kenneth S. Delinquency Prevention Through Coördination, 9.
- Becker, Mrs. William A. Tapestry Weavers, 368.
- Beer, Ethel S. Social Psychiatry and the Day Nursery, 207.
- Boardman, Rhea K., and Zorbaugh, Harvey W. Salvaging Our Gifted Children, 100.
- Book Reviews. Edited by Harvey W. Zorbaugh, 63, 121, 190, 253, 319, 380, 442, 512, 572.
- Borgeson, F. C. Editorial, 385.
- . How Schools Build Character, 422.
- Boston, Adult Education in Greater. By Rev. M. J. Ahern, 560.
- Brooks, Leon Q. Evaluation of the Work of the Helping Teacher in the Small School System, 201.
- Brown, Francis J. Editorials, 321, 514.
- . Media of Propaganda, 323.
- Brunauer, Esther Caukin. Unity of Purpose; Diversity of Method, 331.
- Burgess, Ernest W. Editorial, 449.
- Cane, Florence. The Gifted Child in Art, 67.
- Catholic Church and the Promotion of Peace Attitudes, The. By E. B. Sweeney, 338.
- Character-Building Agencies, Coöperating With. By Elizabeth R. Pendry, 410.
- Child Behavior from the Standpoint of the Cultural Anthropologist. By Regina Flannery, 470.
- Children's Personality Organization, New Techniques for Tracing Cultural Factors in. By Eugene Lerner, 479.
- Cinema Enters the Library, The. By George Freedley, 168.
- Clinical Problems of Bright Children. By Florence Mateer, 91.
- College Lecturing, A Critique of Poor. By James D. Weinland, 307.
- Community Agencies and Character Growth. Special issue, March, 385-448.
- Community Coördination. By Charles B. Cranford and Julius Yourman, 1.
- Community Coördination and Social Progress. Special issue, September, 1-64.
- Community Organization in Hastings-on-Hudson. By John L. Hopkins, 237.
- Community Program That Promotes the Spirit of Democracy, A School and. By W. Evin Huffman, 35.
- Coöperative Living, A Student Venture in. By Arthur E. Albrecht, 262.
- Cranford, Charles B., and Yourman, Julius. Community Coördination, 1.
- Crime in Towns, Villages, and Smaller Cities, Organizing Against. By Rowland C. Sheldon, 50.
- Davis, Jerome. The Minister and the Economic Order, 269.
- Delinquency Prevention Through Coördination. By Kenneth S. Beam, 9.
- Denver Program of Character Education, Some Features of the. By Guy Fox, 393.
- Editorials. By Harvey W. Zorbaugh, 65; E.

- George Payne, 193, 257; Francis J. Brown, 321, 514; F. C. Borgeson, 385; Ernest W. Burgess, 449.
- Father Divine, Beliefs and Practices of the Cult of. By F. Blair Mayne, 296.
- Flannery, Regina. Child Behavior from the Standpoint of the Cultural Anthropologist, 470.
- Fox, Guy. Some Features of the Denver Program of Character Education, 393.
- Freedley, George. The Cinema Enters the Library, 168.
- Gardiner, Alexander. The Legion, Nationalism, and Internationalism, 365.
- Germany's New Social Institutions in the Making. By Louis Bader, 280.
- Gifted and Talented Children. Special issue, October, 65-128.
- Gifted Child in Art, The. By Florence Cane, 67.
- Gifted Child in Music, The. By Hazel M. Stanton, 74.
- Gifted Children, Salvaging Our. By Harvey W. Zorbaugh and Rhea K. Boardman, 100.
- Glass, Lillian, and Reznikoff, Leon. Social Psychiatry and Physical Disability, 109.
- Guidance Possibilities in Secondary Education. By Marshall E. St. Edward Jones, 215.
- Harding, Ernest A. New Jersey's Program of Character Emphasis in Education, 403.
- Helping Teacher in the Small School System, Evaluation of the Work of the. By Leon Q. Brooks, 201.
- Hollingworth, Leta S. The Terman Classes at Public School 500, 86.
- Hopkins, John L. Community Organization in Hastings-on-Hudson, 237.
- Huffman, W. Evin. A School and Community Program That Promotes the Spirit of Democracy, 35.
- International Trade, Commercial Organization Attitude Toward. By E. L. Bacher and C. D. Snow, 358.
- Jewish Efforts for International Good Will. By Louis Minsky, 342.
- Jones, Marshall E. St. Edward. Guidance Possibilities in Secondary Education, 215.
- Juvenile Delinquency, A Community Experiment in the Prevention and Treatment of. By Henry W. Waltz, Jr., 43.
- Juvenile Delinquency and Behavior Patterning. By Walter C. Reckless, 493.
- Kaplun, David. The Educational Problem of the Transient Unemployed, 244.
- Koshuk, Ruth Pearson. Problems for Sociological Research in Personality Development, 464.
- Labor Organizations in Fostering Attitudes of Nationalism and Internationalism, The Role of. By Spencer Miller, Jr., 353.
- Laird, Helen E. A Problem in Americanization, 289.
- Leadership in Public-School Education, Sociological Training for. By Charles C. Peters, 430.
- Lerner, Eugene. New Techniques for Tracing Cultural Factors in Children's Personality Organization, 479.
- Manzer, Helen C. How the Nurse Can Coordinate and Promote the School Health Program, 194.
- Marital Adjustment as a Background for Research in Child Behavior, The Study of. By Harriet R. Mowrer, 487.
- Marsden, Carl A. A WPA Program of Adult Education, Schuylkill County, Pennsylvania, 548.
- Mateer, Florence. Clinical Problems of Bright Children, 91.
- Mayne, F. Blair. Beliefs and Practices of the Cult of Father Divine, 296.
- Mental Hygienist Looks at Character Education, A. By Harvey W. Zorbaugh, 387.
- Miller, Spencer, Jr. The Role of Labor Organizations in Fostering Attitudes of Nationalism and Internationalism, 353.
- Minister and the Economic Order, The. By Jerome Davis, 269.
- Modernization, by Way of the Educational Film. By Lorraine Noble, 151.
- Moore, Homer Kenton. Tests for Delinquency, 506.
- Motion Picture and Social-Hygiene Education, The. By Jean B. Pinney, 158.
- Motion Picture in Its Educational and Social Aspects, The. Special issue, November, 129-192.
- Motion Picture: Its Nature and Scope, The. By Frederic M. Thrasher, 129.
- Mowrer, Harriet R. The Study of Marital Adjustment as a Background for Research in Child Behavior, 487.

- National Board of Review of Motion Pictures—How It Works, The. By Wilton A. Barrett, 177.
- Nationalism and Internationalism, Non-school Agencies in the Development of. Special issue, February, 321-384.
- Nationalism and Internationalism Through the Churches. By E. B. Sweeney, Louis Minsky, and Roswell P. Barnes, 338.
- Nelson, Thomas H. Changing Concepts of Adult Education, 515.
- Newburger, Sylvia. Youth Ventures, 434.
- New Jersey's Program of Character Emphasis in Education. By Ernest A. Harding, 403.
- Noble, Lorraine. Modernization, by Way of the Educational Film, 151.
- Nurse Can Coördinate and Promote the School Health Program, How the. By Helen C. Manzer, 194.
- Partridge, E. D. Research Projects Being Carried on by the Boy Scouts of America, 220.
- Patriotic Societies. By Alexander Gardiner, Mrs. William A. Becker, and Henry G. Wellman, 365.
- Payne, E. George. Editorials, 193, 257.
- Pendry, Elizabeth R. Coöperating With Character-Building Agencies, 410.
- Personality Development, Problems for Sociological Research in. By Ruth Pearson Koshuk, 464.
- Peters, Charles C. Sociological Training for Leadership in Public-School Education, 430.
- Picture, The Educational Talking. By V. C. Arnsperger, 143.
- Pinney, Jean B. The Motion Picture and Social-Hygiene Education, 158.
- Preschool Child, The Impact of Environment on the Social and Cultural Development of the. By Ruth E. Arrington, 451.
- Propaganda, Media of. By Francis J. Brown, 323.
- Protestant Churches and International Attitudes, The. By Roswell P. Barnes, 348.
- Reckless, Walter C. Juvenile Delinquency and Behavior Patterning, 493.
- Research in Child Development. Special issue, April, 449-512.
- Research Projects and Methods in Educational Sociology. Edited by Frederic M. Thrasher, 61, 117, 189, 249, 316, 434, 506.
- Research Projects Being Carried on by the Boy Scouts of America. By E. D. Partridge, 220.
- Reznikoff, Leon, and Glass, Lillian. Social Psychiatry and Physical Disability, 109.
- Rye's Adult-Education Experiment. By Dana F. Woodman, 566.
- Schools Build Character, How. By F. C. Borgeson, 422.
- Sheldon, Rowland C. Organizing Against Crime in Towns, Villages, and Smaller Cities, 50.
- Snow, C. D., and Bacher, E. L. Commercial Organization Attitude Toward International Trade, 358.
- Social Psychiatry and Physical Disability. By Leon Reznikoff and Lillian Glass, 109.
- Social Psychiatry and the Day Nursery. By Ethel S. Beer, 207.
- Space, Kenneth F. Amateur-Group Film Producing With Economy, 172.
- Stanton, Hazel M. The Gifted Child in Music, 74.
- State Organization for Adult Education. By A. F. Wileden, 535.
- Symonds, Percival M. Comparison of the Problems and Interests of Young Adolescents Living in City and Country, 231.
- Terman Classes at Public School 500, The. By Leta S. Hollingworth, 86.
- Tests for Delinquency. By Homer Kenton Moore, 506.
- Thrasher, Frederic M. Editor, Research Projects and Methods in Educational Sociology, 61, 117, 189, 249, 316, 434, 506.
- . The Motion Picture: Its Nature and Scope, 129.
- Uncle Sam Promotes Education. By Chester S. Williams, 527.
- Unemployed, The Educational Problem of the Transient. By David Kaplun, 244.
- Unity of Purpose; Diversity of Method. By Esther Caukin Brunauer, 331.
- Visiting Teacher, a Unifying Agency in Education, The. By Clair S. Wightman, 227.
- Waltz, Henry W., Jr. A Community Experiment in the Prevention and Treatment of Juvenile Delinquency, 43.

- Weinland, James D. A Critique of Poor College Lecturing, 307.
- Wellman, Henry G. Organizations for Propaganda in the Development of Nationalism and Internationalism, 373.
- Wightman, Clair S. The Visiting Teacher, a Unifying Agency in Education, 227.
- Wileden, A. F. State Organization for Adult Education, 535.
- Williams, Chester S. Uncle Sam Promotes Education, 527.
- Woodman, Dana F. Rye's Adult-Education Experiment, 566.
- WPA Program of Adult Education, Schuylkill County, Pennsylvania, A. By Carl A. Marsden, 548.
- Yourman, Julius, and Cranford, Charles B. Community Coördination, 1.
- Youth Ventures. By Sylvia Newburger, 434.
- Zorbaugh, Harvey W. Editor, Book Reviews, 63, 121, 190, 253, 319, 380, 442, 512, 572.
- . Editorial, 65.
- . The Mental Hygienist Looks at Character Education, 387.
- and Boardman, Rhea K. Salvaging Our Gifted Children, 100.

Forthcoming Issues . . .

EDUCATION IN ACCIDENT PREVENTION—

September 1937

COMMUNITY COÖRDINATION: Conference Report—

October 1937

THE MOTION PICTURE—*November 1937*

THE CHALLENGE OF YOUTH—*December 1937*

EDUCATION FOR WISE CONSUMPTION—

January 1938

SOCIAL-SERVICE AGENCIES AND EDUCATION—

February 1938

EDUCATION IN HEALTH—*March 1938*

SOCIAL EDUCATION IN RUSSIA—*April 1938*

EDUCATION IN INDUSTRY—*May 1938*

THE JOURNAL is published once a month from September to May, inclusive. The subscription rate is \$3.00 a year, \$5.00 for two years; single copies, 35 cents. Canada \$3.25, and foreign countries \$3.40 for one year. Special student rate for use in courses and study groups. Write for details.

THE JOURNAL OF EDUCATIONAL SOCIOLOGY

26 WASHINGTON PLACE, NEW YORK, N. Y.



A Magnificent New Study of
THE WHOLE OF THE AMERICAN
HERITAGE

★ THE MAKING OF ★
AMERICAN
CIVILIZATION

BY CHARLES A. AND MARY R. BEARD

Here at last is the history for which high schools have been asking. It is written by America's most gifted historians and writers. It is a magnificent study of the whole of the American heritage; it deals with current issues and relates them to the present and the past. As might be expected of the Beards it possesses a charming, simple style, and is illustrated with a wealth of interesting, handsome pictures, many available for the first time. Every high school in the country should be equipped with a supply of this inspired book. Write for further information.

*A new American history
for senior high schools*



THE MACMILLAN COMPANY

New York Boston Chicago Dallas Atlanta San Francisco

5